

The beginning (pre-service) health education teacher will demonstrate knowledge of and/or competency in the following areas of study:

<p>Health Education Content 1997 SSC: 1-8; AAHPERD/AAHE: No overt mention; <i>PRAXIS II</i> (0550): II, IV, V; National Health Standards: 1-5; <i>Show Me Standards</i>: H/PE 1-7</p>	<ol style="list-style-type: none"> 1. structures, functions, and interrelationships of body systems as they apply to improving and maintaining healthful living. 2. fundamental concepts of growth and development. 3. physical fitness, cardiovascular fitness, flexibility, muscular strength and endurance, and body composition (body mass index-BMI); effective exercise principles related to personal fitness plans (e.g., FITT). 4. principles of nutrition and their application in maintaining good health and preventing health-related problems: weight control, caloric versus expenditure, and eating disorders. 5. use and abuse of alcohol, tobacco, over-the-counter drugs, prescription drugs, generic drugs, illegal substances, "non-drug drugs," such as caffeine, causes for the use and abuse of substances, alternate coping skills, physical and psychological effects, alternate coping, and treatment. 6. prevention and management of communicable and chronic diseases (physical and mental) and related health care. 7. consumer health issues related to the marketing, selection, and use of health products and services. 8. attaining and maintaining good mental health and its effect on the health of the body. 9. dynamics of interpersonal relationships as related to family life, human sexuality, and growth and development. 10. intentional (violence and suicide) and unintentional (accidents) injury prevention, first aid, use of emergency systems, and the effects of trauma.
<p>2. Development and Diversity 1997 SSC: 9; AAHPERD/AAHE Standards: III-B; <i>PRAXIS II</i> (0550): IV; National Health Standards: 4; <i>Show Me H/PE Standards</i>: no overt reference</p>	<ol style="list-style-type: none"> 1. biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, body structure and composition, gender, socio-economic status). 2. individual differences, including concepts such as diversity, multiculturalism, and gender differences, as related to health, health decision-making, and healthy lifestyles. 3. appropriate services and resources to meet diverse learning needs.
<p>Health Education Processes and Programs 1997 SSC: 9-13; AAHPERD/AAHE: Standards I-VII; <i>PRAXIS II</i> (0550): I, II, III; National Health Standards: 1, 3-7; <i>Show Me H/PE Standards</i>: no overt reference</p>	<ol style="list-style-type: none"> 1. process of behavior change that favorably affects personal health. 2. methods, strategies, and resources for evaluating students' health behaviors and effecting appropriate changes: nutrition, physical fitness, mental and emotional health, safety and emergency care, consumer health, drugs, and personal hygiene. 3. accessing information, databases, community services, and resources for planning and evaluating age-appropriate and sequential health instruction in the following content areas: nutrition, physical fitness, mental and emotional health, safety and first aid, consumer health, drugs, and personal hygiene. 4. expanded model of the Coordinated School Health Program and the inter-relationships of its components. 5. strategies used to identify and reduce health risks in the community and the environment. 6. career opportunities in health-related fields. 7. personal and social skill development including communication, decision making, goal setting, and stress management skills relevant to health-related issues.